PD-AAP-516

USAID/NEPAL EVALUATION REPORT
FY 1982-6

000134

Integrated Nonformal Education to Promote Rural Development in Nepal
(498-0251)

World Education, Inc., the Ministry of Education and Culture, and the Research Center for Educational Innovation and Development conducted a "final assessment" of this project between June 28 and July 3, 1981.

Below is a summary of the recommendations made by the evaluation team (a more complete listing of findings and recommendations is found on pages 10-12 of the attached report). AID Nepal endorses the recommendations.

Recommendations

1. The philosophy developed under this project should be continuously subjected to re-examination and further improvement.

2. Action programs should be emphasized as a method of effectively involving local community participation.

3. The program should engage more technical and professional staff to train facilitators and supervisors and to develop and evaluate materials and project progress.

4. HMG/N should be encouraged to provide adequate support (financial and technical) to the program.

5. The nonformal education program and the functional literacy program should be integrated and reinforcing as the former is made a regular program within the Ministry of Education.

6. Action-oriented research on nonformal education should be conducted so as to provide feedback on various aspects of the program.

Attachment: The Integrated Nonformal Education Program: A Final Assessment, December, 1981.

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D:DJBrennan

23 April 1982

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Executive Summary

The Integrated Non-Formal Education Project (INEP) was a three-year project administered by the Research Center for Education Innovation and Development (CERID) with assistance from World Education, Inc. (WEI). During its final year of operation the project was transferred from CERID to the Ministry of Education.

The INEP assessment was completed in early July 1981, although the report was not published until December. In August 1981 the AID Nepal Mission, drawing on the findings of this evaluation (then in draft), agreed to fund a follow-up project with the Ministry of Education, again with WEI assistance. The findings of this evaluation were instrumental in reaching the decision to fund the new project.

The focus of INEP was to develop methods, materials, and training techniques in non-formal education that could be used on an expanded basis by the Ministry of Education. The project set out to develop a participatory process of integrated non-formal education. The individual was established as the key focus of the project, on the assumption the individual can make decisions appropriate for himself and his society. Five learning approaches were developed, each interesting to the village participants and non-threatening to the community. The approaches were: motivational, analytical, creative, planning and didactic. A set of interventions was worked out stressing each of the approaches, using such unconventional techniques as games, puppets, and drawings while at the same time emphasizing group discussions assisted by "facilitators" from the community. INEP is one of the first educational programs in Nepal that has recognized and emphasized the individual's abilities to make rational decisions, generate ideas and plan in accordance with those decisions and ideas. INEP is one of very few education projects in Nepal that has attempted to define a philosophy as guidance for the learning process. This should be further improved (see recommendation #1).

INEP stressed use of action programs, rather than passive learning activities. This method proved during the life of the project to be an effective learning technique. It led to attitude changes by individuals and to participation in community activities in a broad range of disciplines (e.g. health, nutrition, agriculture). These action-oriented programs also should be further emphasized (see recommendation #2).

The project was a comparatively high cost activity, due largely to its pilot nature, but due also to the requirements

for supervision under difficult situations, remoteness of learning centers, and the need to conduct many activities at night. Programs of this kind require technical and professiona' staff to train facilitators and supervisors, to develop materials and to constantly evaluate the program. This will entail Government of Nepal support in a number of areas (see recommendations 3 and 4).

By shifting INEP to the Ministry of Education, the GON has taken the first step toward integrating the non-formal education program with the already established functional literacy program. As this integration continues, the philosophy developed under INEP should be fine-tuned and additional innovative materials and approaches to adult education explored (see recommendation #5).

Finally, research on ways to improve participation, testing of new methodologies that may enhance learning and retention, evaluation of new materials, and continuous re-examination of the INEP philosophy need to be fed back into every aspect of the program (see recommendation #6).

THE INTEGRATED NONFORMAL EDUCATION PROGRAM

A final assessment of the pilot project
"Integrated Nonformal Education to promote
Rural Development in Nepal"

Undertaken by:
HMG Ministry of Education and Culture
Kathmandu, Nepal
and
Research Center for Educational Innovation
and Development, Tribhuvan University, Nepal
with assistance from
World Education, Inc.
New York

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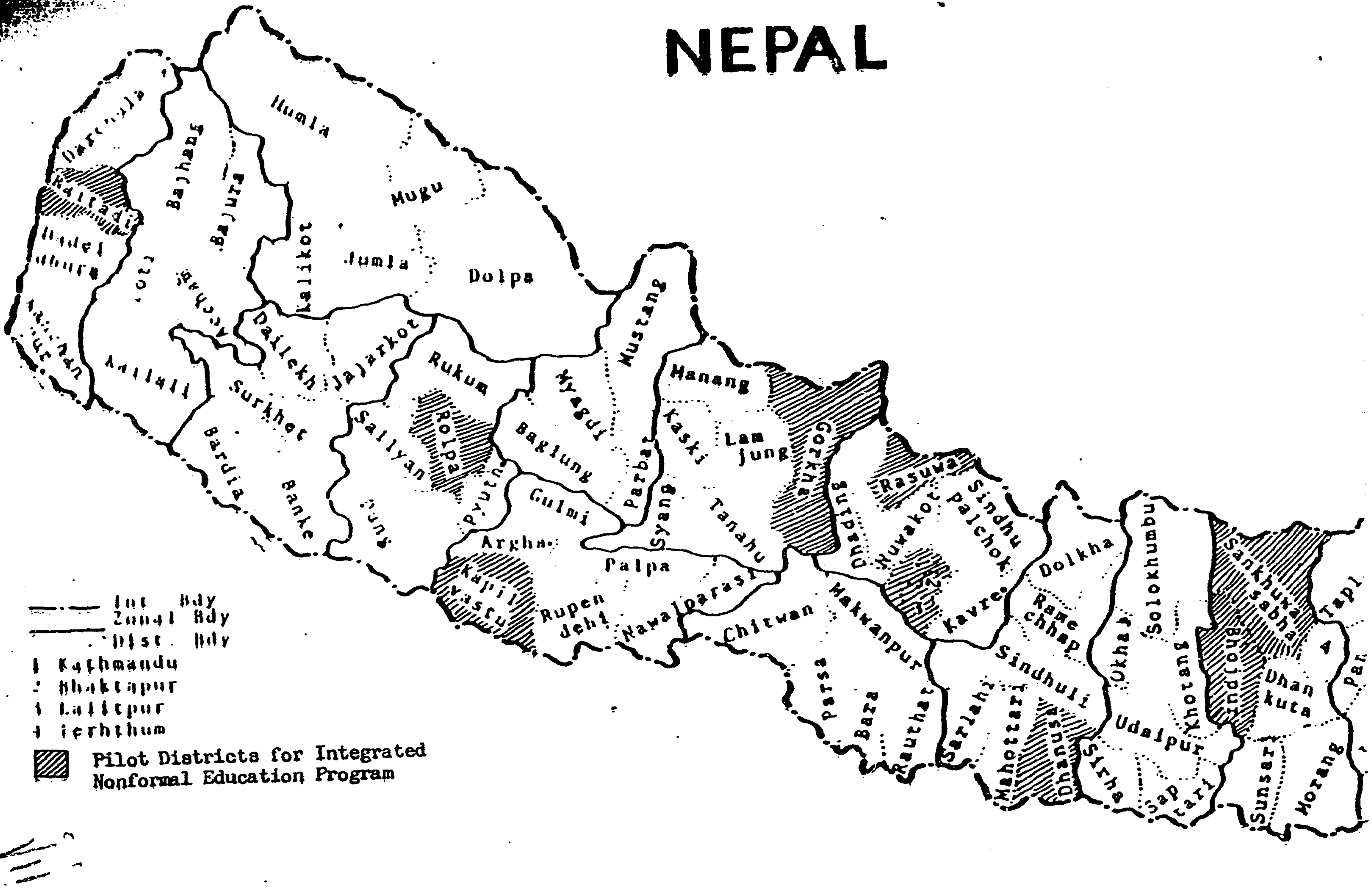
VI

NEPAL



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Dhan kuta
Sunsari
Morang
Tapl
Pan
Int. Bdy
Zonal Bdy
Dist. Bdy
Kathmandu
Bhaktapur
Lalitpur
Pilot Districts for Integrated Nonformal Education Program

A REVIEW OF THE

INTEGRATED NONFORMAL EDUCATION PROGRAM

A PILOT PROJECT TO

PROMOTE RURAL DEVELOPMENT

IN NEPAL

JUNE 28 - JULY 3, 1981

This review was prepared as a part of the assessment of the pilot project on Integrated Nonformal Education. It is the result of one week of consultation and discussion with the assessment team chaired by Dr. Prem Kasaju, and other representatives of the Ministry of Education, Institute of Education (Tribhuvan University), National Education Committee, and World Education. This review and the analysis by the assessment team of the data collected by the field supervisors will constitute the main body of this report.

I wish to acknowledge with great appreciation the cooperation of all of these colleagues in the preparation of this report report.

Dr. Kowit Vorapipatana
Ministry of Education
Bangkok, Thailand

Kathmandu
July 3, 1981

The Integrated Non-Formal Education Program is a three-year pilot project undertaken by Tribhuvan University's Research Centre for Education Innovation and Development (CERID) with assistance from World Education.[1] During the final year (1980-81) the project was transferred from CERID to the Ministry of Education (MOE). The reason for this transfer was that the MOE would ultimately be the implementing body for the non-formal education program. It was felt that there was a need to familiarize MOE staff with project activities prior to gradually integrating the project into the system.

The purpose of the pilot project was to develop methods, materials, and training techniques in non-formal education that could be utilized on an expanded basis by the Ministry of Education. The pilot phase focused primarily on the development of the process - participatory, integrated non-formal education. It was hoped that the program would help adult learners develop as individuals and as productive participants in their own communities, thereby contributing to individual growth, community action and national development.

The philosophy of the program is grounded in the belief that every human being has, to some extent, the capacity to absorb and to retain data, to make judgements and think

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1. For a detailed report on the Project and its activities, see Education and Development 1980, p. 71-149, published by CERID.

critically, to generate ideas and to plan. The program has developed and tested a variety of flexible, open ended materials and methodologies.

The pilot program was divided into two phases. The first six-month cycle was conducted in twenty village centers in four districts. These districts are in each of Nepal's four development regions and major geographical areas - Terai, Hill and Mountain. An assessment of the first phase was conducted in October 1980.[1]

A second review of the pilot project is being undertaken by a committee chaired by Dr. Prem Kasaju, Executive Director, Research Centre for Education, Innovation and Development, Tribhuvan University. This review is a part of the assessment mentioned.

The assessment committee is composed of:

1. Dr. Prem Kasaju.....Chairman
2. Dr. Kowit Vorapipatana.....Consultant for the assessment
3. Sri Ram Lamichhane.....Project Coordinator INEP, MOE
4. Dr. Chuda Nath Aryal.....Reader IOE, Tribhuvan University
5. Mr. Keshab Nepal.....Under-Secretary, NEC
6. Mr. Rajbhai Sakya.....Under-Secretary, MOE
7. Dr. David Walker.....Resident Advisor, World Education

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1. See evaluation report by Dr. Noreen Clark, World Education Consultant, November 1980.

At the time of the assessment, Mr. Thomas B. Keehn, Senior Advisor, World Education, was also present and assisted in the committee's deliberations.

The assessment committee agreed to focus its deliberations on the following terms of reference given by the INFE Committee of the MOE:

1. Assess the methodology along with the philosophy and objectives of the INEP.
2. Examine the materials used in INEP and provide suggestions, comments and criticism for their improvement and enrichment.
3. Assess the accomplishments, shortcomings and problems of INEP.
4. Suggest recommendations for a future course of action in view of strengths and weaknesses of the program.

Philosophy, Methodology and Objectives

The program was designed in the belief that the individual can make decisions; that the good decision is the decision that is appropriate to the individual and his society. It is, therefore, important for the individual to learn to know himself and his society as well as to be familiar with the discoveries of academics and other experts. The individual is able to learn, to generate ideas, and to plan, if opportunities, time and an encouraging atmosphere are provided. Therefore the program uses facilitators instead of teachers.

These beliefs are well understood by professionals on the pilot project team, but the documents published are not as clear.

It is stated, for example, in one of the project documents that "The philosophy of the program is grounded in the belief that every human being has, to some extent, the capacity to absorb, and to retain data....."

This statement gives the erroneous impression that the project activities were more formal than in fact they were. It is urged that the project team review this statement so that the philosophy as stated is more in line with actual practice.

Methodology

There are five approaches being used: motivational, analytical, creative, planning and didactic. The five approaches are interrelated and mutually reinforcing. Each particular approach is designed in such a way that it is interesting and non-threatening to the community. For example:

To motivate the learners to see the problems which have plagued them for decades, the program uses games and puppets to arouse interest and curiosity, to challenge them and involve them, rather than telling them what should be done. This kind of approach is very appropriate provided the fun or entertainment element does not become an end in itself.

Another point relating to methodology concerns the planning exercises. These are most effective when facilitators and learners allow themselves time and energy to plan, to implement, to solve real problems and to undertake action programs.

Materials used in the INEP

The learning materials developed by the Integrated Non-formal Education Program are designed either to stimulate creativity, critical thinking, and planning activities, or to provide technical information in accordance with the program's philosophy and method. Issues or topics used were selected from conditions, problems and concerns of communities and of the learners. These issues, problems, conditions and needs often are too personal to discuss directly. As stated in one of the project documents, "It is sometimes important to establish distance when talking about community problems. It is often easier to discuss a story or picture or puppet characters than to talk about one's self, yet at the same time a person may be commenting on his own attitudes and actions."

This precaution that learners should be less directly involved when considering matters which are personal in order to avoid embarassment is a good precaution provided the facilitator allows ample opportunity and an encouraging

atmosphere for the learners to be able to relate what is being discussed in the materials with their real situations and problems.

Some of the more important materials which have been pilot tested by the program are: flexiflans, serialized pictures, puppets, muppets, flannel figures, analytical posters, cassette dramas, rubber stamps, didactic posters, flip charts, and literacy cards. In the expanded phase of the program priorities for the use of these materials should be decided, taking into account the resources available, the manpower involved in the project and the interests of the learning groups. One of the main factors contributing to program achievement is likely to be simplicity of the materials and methods used.

One of the materials developed but untested by this program, which is believed to have great potential and importance, is the follow-up materials. As an example, the INEP has developed stories using cartoons as the medium plus words learned in the six-month learning cycle. Experiences indicate that those who learn to read will relapse into illiteracy in a short while if there is nothing for them to read and use. Thus the follow-up materials should not only be designed to provide up-to-date information but to provide learners opportunities to maintain and further develop their reading skills as well.

Accomplishments, Shortcomings and Problems of INEP

The project staff involved in INEP and associated agencies such as the Ministry of Education, Tribhuvan University's Centre for Educational Research, Innovation and Development, and World Education are to be congratulated for taking a bold step in selecting and developing innovative philosophy, methodologies and materials for this program and testing them in the field.

Some of the major accomplishments are:

1. INEP is among the first educational programs that has recognized and believed in the abilities and potentials of the individual - that operates on the principle that the individual can learn, make decisions, solve problems, think critically, generate ideas and plan and act accordingly. The program, therefore, creates an atmosphere for the learners to improve themselves, to help themselves and their society. Educational materials and methods used in the program focus on the conditions, problems and needs of people and society. One can say that this educational program is a real kind of education. It is education for life and society, not just for certification.

2. The INEP project has provided an alternative kind of education that can be selected, adapted and applied both to other nonformal programs and even to formal education at the lower levels.

3. It has developed, demonstrated and tested a variety of methods, materials and techniques which different agencies involved in education and development can select for adaptation and use.

4. It has trained and involved more than 90 facilitators in 90 INEP centres located in 9 districts in the major regions of the country.

Some Shortcomings

1. The Integrated Nonformal Education Program has, in some respects, made a significant leap away from conventional educational approaches. The process of integrating this program in the Ministry of Education seems not to have been sufficiently developed over the life of the project thus far.

2. The philosophy, methodology and materials of the program are unfamiliar to many people involved in educational programs in the country. It is difficult, therefore, for the more traditional social groups and administrators to accept the project as most of them have been trained in older methods and approaches. This problem should diminish as the values and achievements of the INEP become better known.

3. The cost of the program is comparatively high. At this

stage, therefore, it is difficult for the government to support the program from its own resources. This problem will be minimized when the program expands beyond the pilot stage and economies of scale can be realized.

Suggestions and Recommendations

1. The INEP is one of a few education projects that has attempted to define a philosophy as a guideline for the program.

   It is recommended that this philosophy be continuously subjected to a process of discussion, inter-action and reflection, seeking to clarify it and make it more relevant.

2. Learning through action is the most effective educational approach for both the individual and the group. It leads to attitude change by the individual and to inter-action with the programs of development agencies (such as health, nutrition, agriculture) in the local community.

   It is recommended that action programs be emphasized as an essential part of the methods used, especially after decisions have been reached in learning groups and action programs planned.

3. Major characteristics of nonformal education programs are flexibility and adaptability so that they meet the real

needs of particular persons and groups. This requires technical and professional staff to train facilitators and supervisors, to develop, select and adapt the materials to be used, and to review and evaluate the program constantly.

It is recommended that the program should move toward more technical and professional staff at the central, regional and district levels.

4. Nonformal education activities operate in a great variety of forms and in various times and places. Many activities take place in the evenings. Teaching and supervising are often carried out in difficult situations.

This is especially the case in Nepal where in addition to all other problems that exist in other countries, there is the remoteness of the learning centers.

Given these conditions, the government should be prepared to provide adequate financial, material and moral support to those running the programs if they are to be well run.

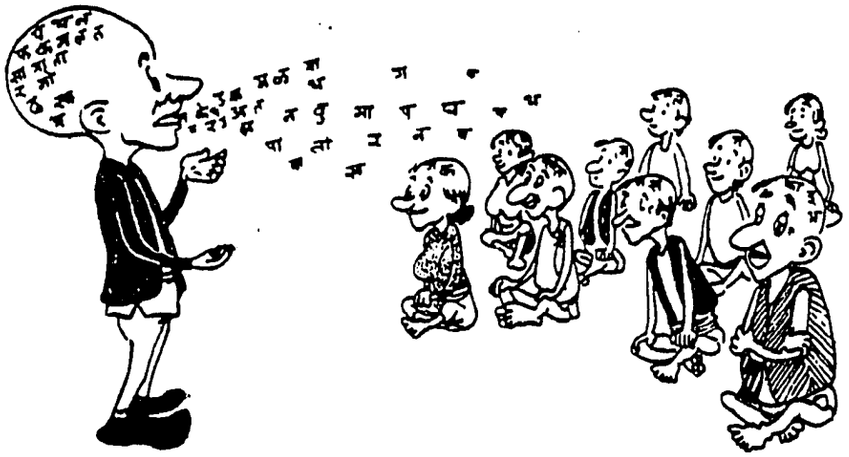
It is recommended that government provide the necessary support to ensure that the programs run effectively. This is not only a question of financial support but also includes technical and moral support through such activities as frequent visits by central and regional ministry officials to project sites.

5. The INEP is planning to move from the pilot project phase to become a program within the Ministry of Education. In this transition, the nonformal education program needs to continue to develop and test innovative materials and approaches to adult learning. At the same time, it must be increasingly and effectively related to the functional literacy program of the Ministry.

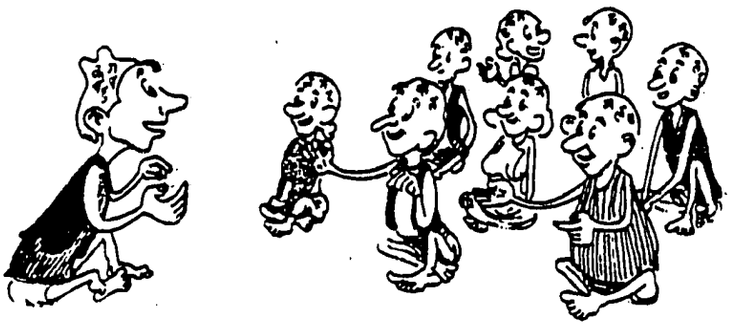
   It is recommended, therefore, that specific action should be taken toward interaction and integration between the nonformal education and the functional literacy programs so that these efforts support and strengthen each other.

6. It is essential to continuously analyze and learn from all aspects of this important program.

   It is recommended that action-oriented research should be carried out in order to provide feedback on the philosophy, methodology, materials and other critical aspects of the program.



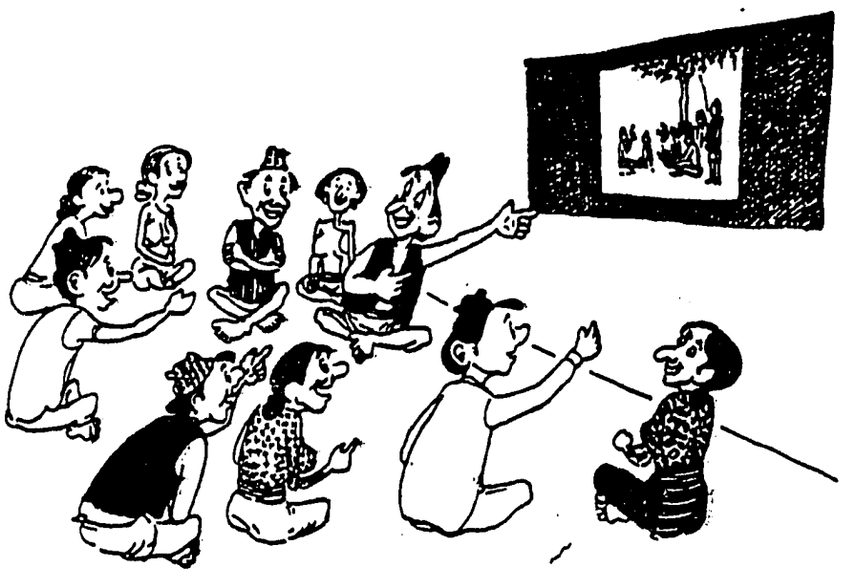
Some people think that the teacher's head is full of knowledge and learning and that the students' heads are empty. These people think that as the teacher lectures some of his knowledge penetrates the empty heads of the students.



One of the assumptions of the Integrated Nonformal Education Programme is that both the facilitator and the participants have knowledge to a greater or lesser degree. In the meetings they share their knowledge and ideas.

The facilitator's first job is to create a relaxed atmosphere.

Motivational Methods

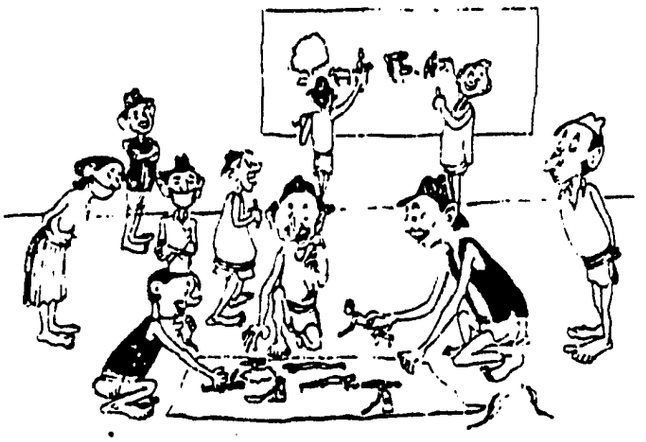


The discussion posters can help the participants think about the problems of their village.

The Analytic Approach

Analytical Posters

Analytical Posters are open-ended stimuli which loosely encode a problem. They are used to encourage discussion and to promote critical thinking.

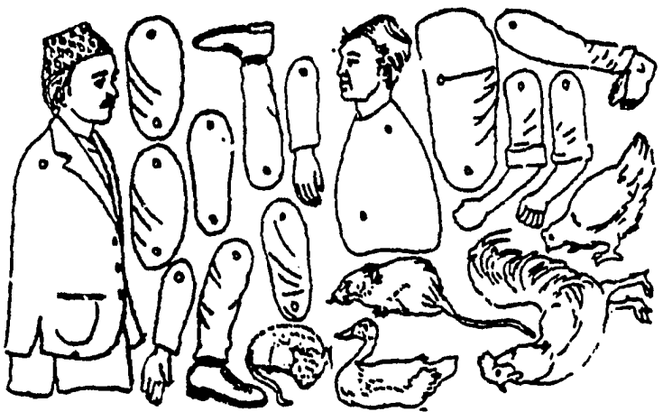


By using flexiflans the participants can express what is on their minds.

By using the serialized posters the participants can make up stories telling about the problems of their village.

The Creative Approach

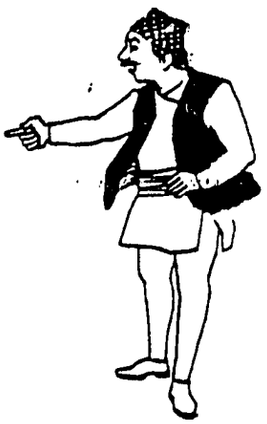
Figures drawn ready to be cut out.

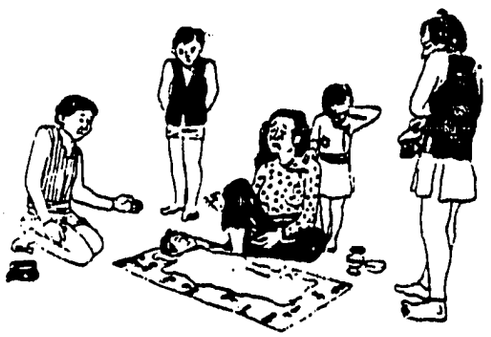


Figures pieced together as flexiflans.

lexiflans

Flexiflans are cardboard pictures of men, women, children, animals, houses, tools and so forth, which have movable parts. Backed with sandpaper, they can be fixed in various positions on a flannel board. Participants are urged to create pictures of situations in their village which can be discussed by the group.



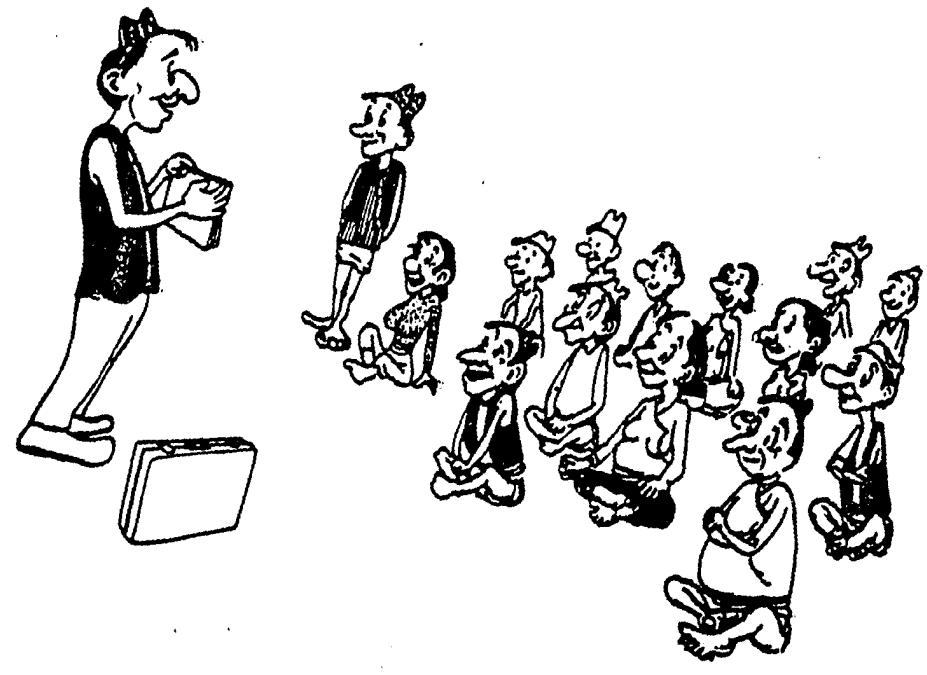


Serialized pictures

Serialised pictures show village people in a variety of situations, moods and activities. Participants are given fifteen to twenty pictures and asked individually or in small groups to select five, arranging them in any order, and use them to illustrate a story which they subsequently share with the rest of the group.

Pictures can help in making plans.

Planning Activities



A lecture by an extension worker is appropriate for people who are ready to take action.

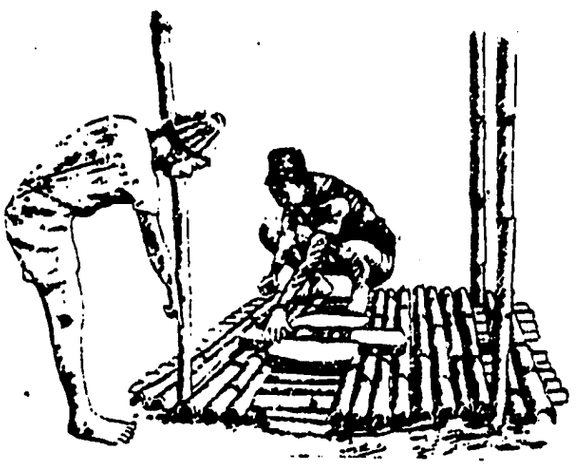
The Didactic Approach

Rubber Stamps

Rubber stamps are designed for use by facilitators and the participants for creating their own pictures. Like flexiflans, the rubber stamps enable participants to "write down" their own perceptions of a situation. One use of rubber stamps is to depict the steps in making plans.

Pictures from a Flip Chart on
'How to Build a Pit Latrine'

Picture 15; Cover the pit with pieces of split bamboo. Leave a hole in the middle about 18 inches long and 7 inches wide.



Picture 16; Put some flat rocks around the hole. Put four posts at the four corners of the latrine. The rear wall should be about 7 inches away from the back of the hole.

Flip Charts

Flip charts are didactic materials which are used to present technical information in a step-by-step manner. They are designed primarily for villagers who have discussed the ideas, are well motivated, and are ready to take concrete action.

ANALYSIS OF THE FIELD DATA

This project analysis consists of two sections. The first section treated the purpose, design and policies of the project. This section presents an analysis of the data collected by the field supervisors and the facilitators.

The field data provide information on the degree of participation by the village learners in terms of attendance, sex and age groups, and also reflect some of the changes that occurred over the six-month period of the program's field cycle. Many of the changes in the participants' knowledge, attitudes and practices appear to be fairly dramatic; it is suggested, however, that these changes be interpreted with some caution. A number of factors can be cited that may have led to a positive bias in the evaluation indicators.

1. The participants themselves reported about their knowledge, attitudes and practices. As such, the psychological possibility of trying to present a better image of themselves cannot be ruled out. No systematic cross-check of the participants' assertions was carried out through actual observation of their behavior in normal life situations.

2. The project staff, who were the implementors of the program, were themselves responsible for designing and administering the evaluation instruments. It is possible that a built-in bias for presenting a favorable image of the program could have inadvertently influenced the collection of the data.

3. The major instrument for collecting field information was the pre and post-class participant interview. The reliability of the data generated through these interviews is diminished by the fact that there were no additional instruments to act as a cross-check.

It should be pointed out, however, that the Integrated Nonformal Education Program was not conceived of or designed as a research project. Its main purpose was to develop and test nonformal materials and approaches and to arrive at some preliminary indications of their effectiveness in the context of rural Nepal. The purpose of the evaluation component was primarily to collect feedback for the further development of materials and procedures. To test for real behavioral changes was beyond the scope of this evaluation.

Under the circumstances the assessment committee has agreed to look for the "direction" of change, concentrating less on the "magnitude" of change, on the assumption that once a proper direction is achieved, time will bring about enduring results.

Coverage of the Field Data

The field data covered a wide range of aspects pertaining to the program. These included the participants' motives for joining the program, their level of attainment in literacy tasks, and their knowledge, understanding, attitudes and practices regarding a number of development tasks such as family planning measures, sanitation, health and various social issues.

Participation by Sex and Age Group. In Table 1 the participants are classified by sex and age group. It can be seen

that more men attended the program than women (75% as opposed to 25%). Among both men and women the 15 to 25 age group showed more interest in the program than older groups. It appears that the program was most effective in attracting younger adults.

TABLE 1 : PARTICIPATION BY SEX AND AGE GROUP

Participants	Number	Percent	Age Range	Average Age
Male	1495	75%	14-80	29 yrs.
Female	504	25%	13-62	20 yrs.

Participants	Percentage by Age Group		
	15-25	26-35	36 and over
Male	38%	19%	18%
Female	21%	2%	2%

Based on Table III, Appendix

Class Attendance. From Table 2 it can be seen that the rate of participation as measured by attendance was good. If 80-100% attendance is considered to be a satisfactory rate in a rural setting, where people are often busy, the record shows that about 50% of the participants attended at this level.

TABLE 2 : CLASS ATTENDANCE

Average Number of Classes per Center	Smallest Class Attendance	Largest Class Attendance	Average Class Attendance
133	2	90	23

Percentage of Participants whose Rate of Attendance was:

90-100%	80-89%	70-79%	60-69%	50-59%	Below 50%
31%	18.5%	30%	7%	2.5%	11%

Based on Tables I and II, Appendix

Motives for Joining Program. Table 3 shows that a majority of the participants (67%) cited the attainment of literacy as the motive for entering the program. However, 40% also mentioned learning some skill as their reason for joining.

TABLE 3 : MOTIVES FOR JOINING THE PROGRAM

To learn literacy	67%
To learn skills	40%
Don't know	0%
(Total comes to more than 100% as several participants cited both reasons.)	

Based on Table IV, Appendix

Achievements in Literacy Tasks. From Table 4 it can be seen that in all three levels of reading tasks (reading three words, reading a simple sentence, and reading a complex sentence) the participants made significant gains. Experience has shown, however, that the ability to do simple reading tasks (the first two items) does not guarantee that literacy skills will be retained and achievement in the more important task of reading a complex sentence was comparatively less. With regard to the task of writing a simple sentence, the participants also appear to have improved. At the start of classes 78% could not do this at all. By the end of the program only 23% fell into this category.

TABLE 4 : ACHIEVEMENTS IN LITERACY TASKS

Literacy Tasks	Before After	Cannot do at all	Can do haltingly	Can do easily
Reads three words	B	67%	22%	11%
	A	10%	35%	55%
Reads a simple sentence	B	73%	21%	6%
	A	16%	43%	41%
Reads a complex sentence	B	82%	16%	2%
	A	25%	46%	19%
Writes a simple sentence	B	78%	18%	4%
	A	23%	47%	30%

Based on Tables V, VI, VII and VIII, Appendix

Family Planning. The proportion of participants who were aware of the possibility that the number of their children could be planned rose from 44% to 80% by the end of the program. As a measure of attitudinal change, the number of children desired by the participants decreased from 3.5 children to 2.6 children per participant. With regard to the actual use of family planning measures, however, although the number of participants reporting use of family planning measures rose from 9% to 34%, this change was not as great as the changes in awareness and attitude. The explanation for this difference may be attributable to economic and cultural factors or to a lack of family planning assistance in some of the areas where classes were held.

TABLE 5 : ATTITUDES TOWARDS FAMILY PLANNING

A. Is It Possible to Decide Number of Children ?

	Yes	No	Some*	Don't Know
Before	44%	20%	8%	28%
After	80%	5%	11%	4%

B. Number of Children Desired by Individual Participants

Before	3.5 Children
After	2.6 Children

C. Married Participants Using Family Planning Measures

	Using	Not Using
Before	9%	91%
After	34%	66%

Based on Tables IX, X and XI, Appendix

* to some extent.

Awareness of Sanitary Conditions and Health Factors. The participants showed gains in awareness with regard to both sanitary conditions and good health practices. The percentage of participants using pit latrines rose from 13% to 55% and the percentage of those throwing household waste in a compost pit rose from 35% to 65%. At the beginning of the program a high percentage of the participants (80%) already seemed to be aware of the fact that water could be a cause of illness. By the end of the program almost all the participants interviewed (98%) were aware of this. While only 34% of the participants mentioned boiling as a way of purifying water before the program began, 50% cited this method at the end.

TABLE 6 : AWARENESS OF SANITARY CONDITIONS AND HEALTH FACTORS

A. Facilities for Urinating and Defecating

	Open Fields	Pit Latrine
Before	87%	13%
After	45%	55%

B. Disposal of Household Waste

	Throw in Fields	Compost Pit
Before	65%	35%
After	35%	65%

C. Can Water Be a Cause of Illness ?

	Yes	No	Don't Know
Before	80%	17%	3%
After	98%	1%	1%

(CONTINUED)

TABLE 6 (Continued)

D. How Can Drinking Water Be Made Clean ?							
	a	b	c	d	e	f	g
Before	34%	18%	11%	8%	5%	15%	9%
After	50%	23%	3%	8%	3%	12%	1%

a = Boiling
b = Filtering
c = Settling
d = Medicine
e = Clean up water source
f = Use a clean water source
g = Don't know

Based on Tables XII, XIII, XVI and XVII, Appendix

Causes of Illness and Its Treatment. A majority of the participants rightly identified dirty environment as the main source of illness both before classes began and at the end. The only important change in pre and post-class responses was a decrease in the number of participants who continued to ascribe illness to supernatural forces (11% to 3%). It can also be seen that the proportion of participants who cited the witch doctor as the place to go for treatment dropped from 67% to 10%, while the percentage giving the hospital or health post as the right place rose from 32% to 87%. Could such a shift be signalling the gradual extinction of belief and practice in witchcraft as a means of treatment ? It seems more likely that the data indicate merely an increase in awareness of the value of modern medicine. Actual practice would depend greatly upon

what services for "treatment" are available in close proximity in a time of emergency.

TABLE 7 : CAUSES OF ILLNESS AND ITS TREATMENT

A. Causes of Illness According to Participants

	a	b	c	d	e	f	g
Before	57%	15%	5%	1%	3%	11%	10%
After	70%	17%	6%	1%	3%	3%	2%

B. Where Participants Would Go in Case of Illness

	Hospital	Traditional Doctor	Witch Doctor
Before	32%	1%	67%
After	87%	2%	11%

a = Dirty environment
b = Dirty water
c = Unclean food
d = Contagion
e = Change of climate
f = Supernatural forces
g = Don't know

Based on Tables XIV and XV, Appendix

Best Way to Spend Leisure Time. With regard to the best way to spend leisure time the opinions of the participants seem to have undergone a considerable shift in the direction of work related activities. Whereas before the program only 41% mentioned household work or productive work, after the program a full 68% mentioned one of these activities. The percentage of participants mentioning reading as a leisure time activity also increased from 14% to 25%.

TABLE 8 : BEST WAY TO SPEND LEISURE TIME

		Before	After
A.	Chit chat	14%	3%
B.	Reading	14%	25%
C.	Household work	31%	48%
D.	Productive work	10%	20%
E.	Resting, sleeping	27%	4%
F.	Don't know	4%	0%

Based on Table XVII, Appendix

Social Issues. Table 9 gives the participants' pre and post-class opinions regarding several social issues.

1. Problem Solving. Even before the program began a majority of the participants appear to have believed that problems could be solved through discussion. By the end of classes this majority had risen from 63% to 96%. It is assumed that community problems and not personal problems were indicated by this question.

2. Opportunities for Women and Girls. At the beginning of classes a majority of the participants seem to have felt that girls should receive the same education as boys (74%). Similarly a majority believed that women should do work other than simply household chores (81%). By the end of classes, both of these majorities reached near unanimity (98% and 97% respectively). It would appear, however, that these excellent ideals are either exceedingly atypical or that their practice lags far behind verbalization. All over Nepal the enrollment of girls in school is far lower than that of boys. The actual practice of enrolling girls in school and of giving women opportunities to do work other than household chores is greatly limited by both economic and social constraints.

3. Intoxication. The number of participants who became aware of the health hazards of alcohol increased from 65% to 97%.

4. Polygamy. In many rural areas the practice of having extra wives (usually two) is rationalized on economic grounds. The proportion of participants who regarded this tradition as undesirable rose from 77% to 96%.

5. Caste System. Of all the social issues treated, attitudes regarding the caste system seem to be among those that were most strongly affected during the course of the program. Whereas only 33% felt the caste system was not good at the start of the program, fully 7' % voiced this opinion at the end. Verbalization, however, is only the first step in rooting out this social evil which is rampant in various forms and disguises in several areas of national life.

6. Preference of Sons to Daughters. A high cultural value in Nepal is assigned to having sons in preference to daughters. This again was a social issue that appears to have undergone considerable change during the program. The high preference for sons recorded at the beginning of classes (60%) fell to only 24% by the end. The greatest change was in the direction of assigning equal value to both sons and daughters (from 25% to 65%). In spite of this ideal verbalized by a majority of the participants, actual parity treatment of the two sexes will probably have to await the advancement of more women into all aspects of public life.

TABLE 9 : SOCIAL ISSUES

Social Issues		Yes	No	Don't Know
Can problems be solved through discussion	Before	63%	15%	22%
	After	96%	2%	2%
Should girls have the same education as boys ?	Before	74%	13%	13%
	After	98%	2%	0%
Should women do work other than household work ?	Before	81%	13%	6%
	After	97%	3%	0%

(CONTINUED)

TABLE 9 (Continued)

Social Issues		Yes	No	Don't Know
Are intoxicants harmful to health ?	Before	65%	24%	11%
	After	94%	5%	1%
Is it good to have two wives at the same time ?	Before	13%	77%	10%
	After	3%	96%	1%
Is the caste system good ?	Before	55%	33%	12%
	After	28%	70%	2%

		Yes	No	Same	Don't Know
Do you prefer sons to daughters ? (Same = Parity treatment)	Before	60%	6%	25%	9%
	After	24%	10%	65%	1%

Based on Tables XIX through XXV, Appendix

Conclusion

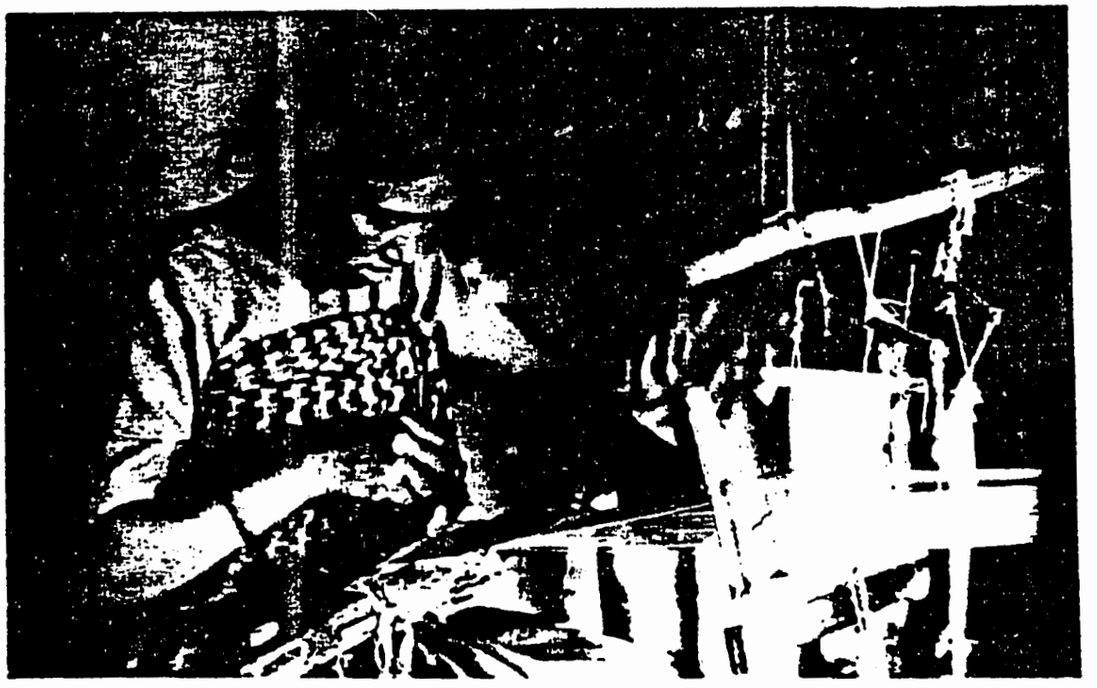
Notwithstanding the cautions about the field data mentioned at the beginning of this section, the direction of the changes that occurred during the class cycle show that the program has had a marked positive effect with regard to most of the indicators examined. It should be remembered that one of the goals of the pilot program was the raising of consciousness about development tasks. This was to be accomplished not by direct instruction but through group discussion stimulated by the learning

materials. The data indicate fairly clearly that the degree of awareness evidenced by the participants shifted in the appropriate direction. It is one of the assumptions of the program that changes in awareness will be followed by behavioral changes. It is still too early to determine the degree to which this assumption is well-founded.

One indicator of behavioral achievement, however, is the list of community activities carried out by the learning groups. (See Table XXVI, Appendix.) The list shows that the opinions voiced by participants in the interviews were often followed by concrete activities. In many cases an increased awareness about sanitation and health practices led to the building of pit latrines and to good health measures such as keeping the village paths and household surroundings clean, and protecting water sources. Also it appears that a number of participants started kitchen gardens. Awareness about family planning seems to have led to an increased receptivity with regard to family planning measures in many instances. A number of the learning groups took advantage of economic opportunities such as bank loans, local markets and training in cottage industries (in most cases weaving). A number began to improve or diversify their agricultural crops. Finally, several groups carried out projects of their own choosing, such as building stone resting places (chautaras), refurbishing temples, widening trails, constructing

local schools and performing cultural programs. The community projects do not generally reflect changes in social attitudes with the exception that in a number of centers the participants began sending their daughters to school.

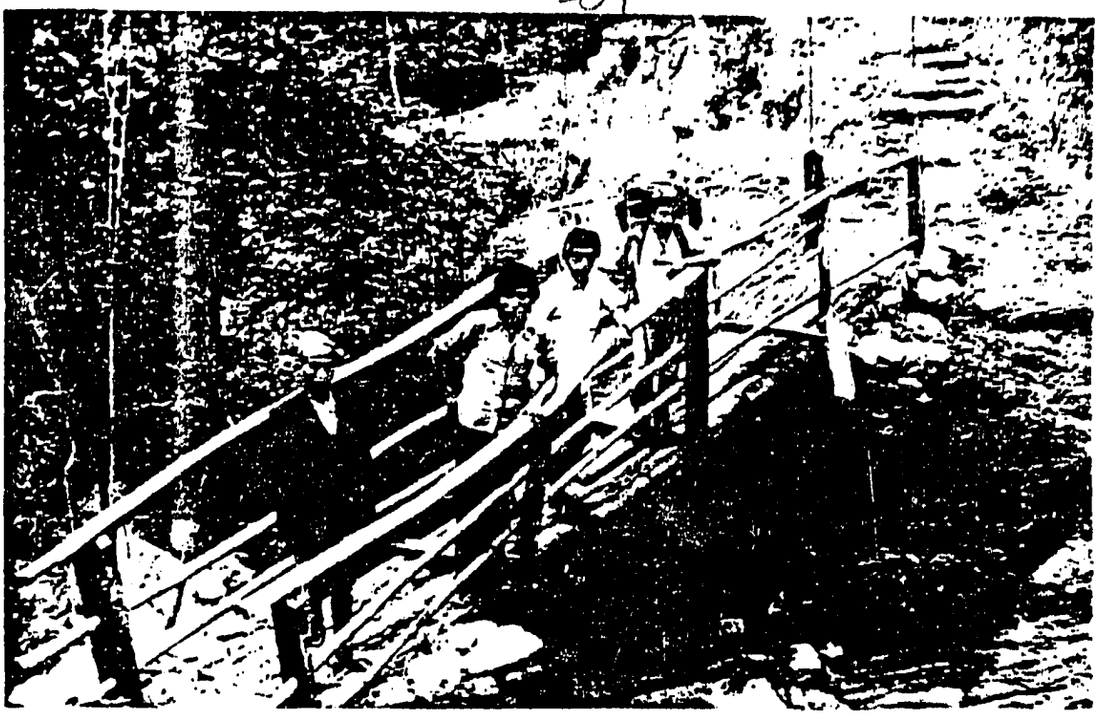
A facilitator in Bhojpur encourages a participant to discuss an analytical poster



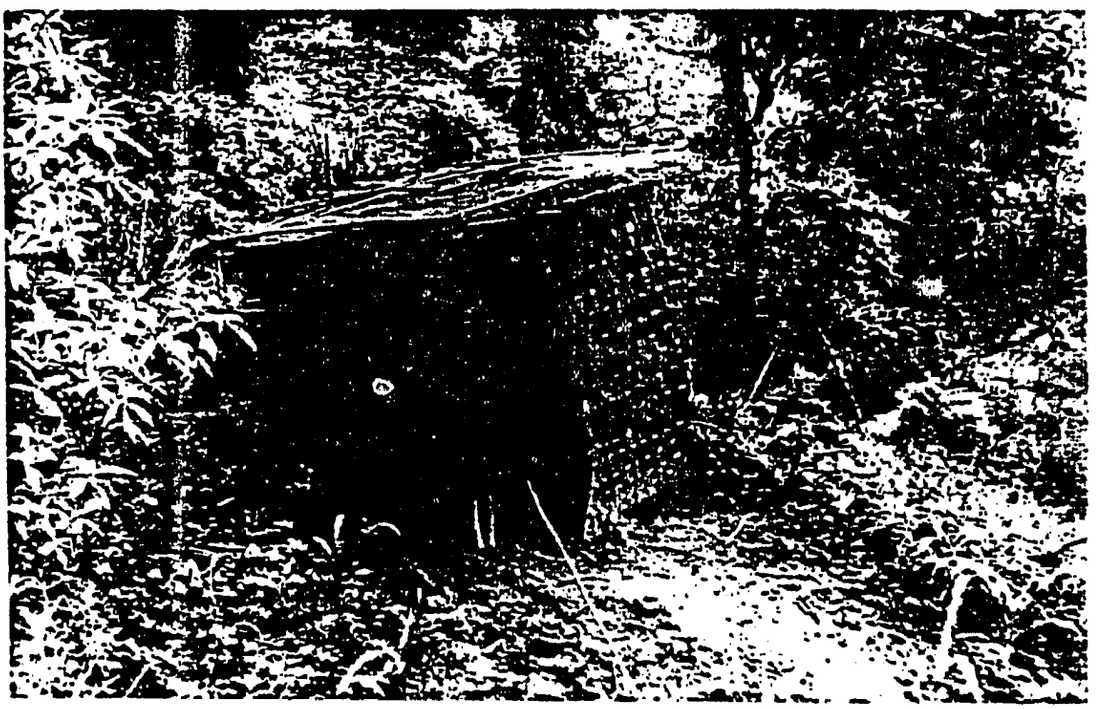
A participant in Bhojpur learns to weave cloth for making traditional Nepalese caps -

Students with their teacher in a primary school started by participants in Rolpa

A stone water tap built by participants

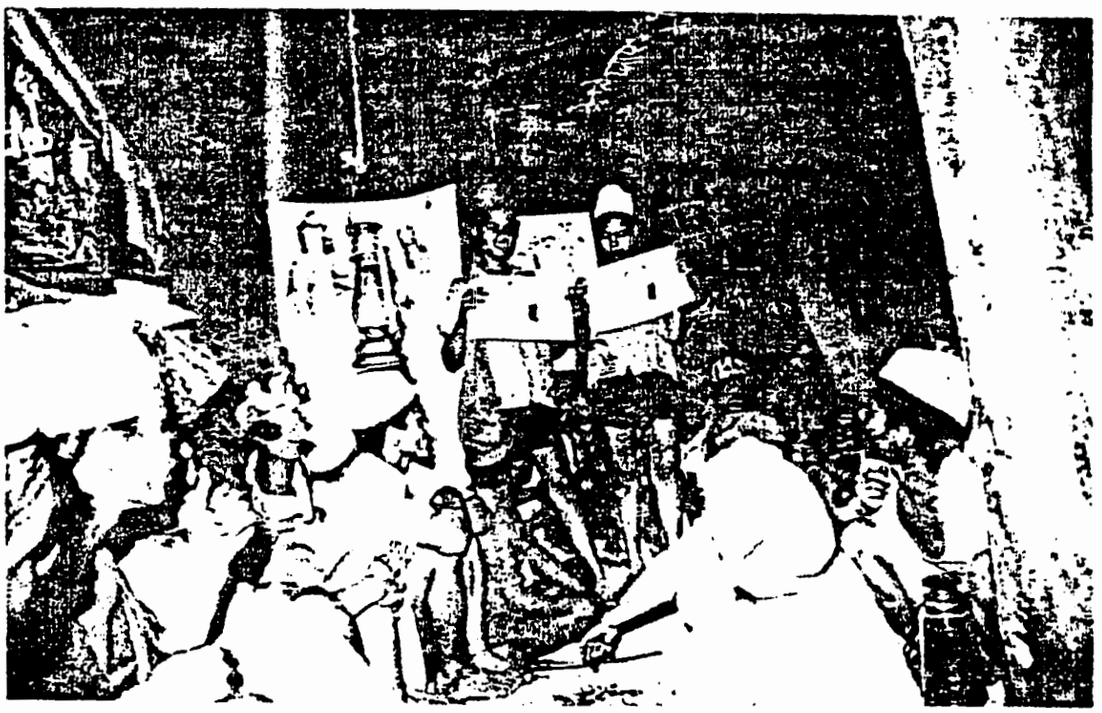


Bridge built by a learning group in Bhojpur

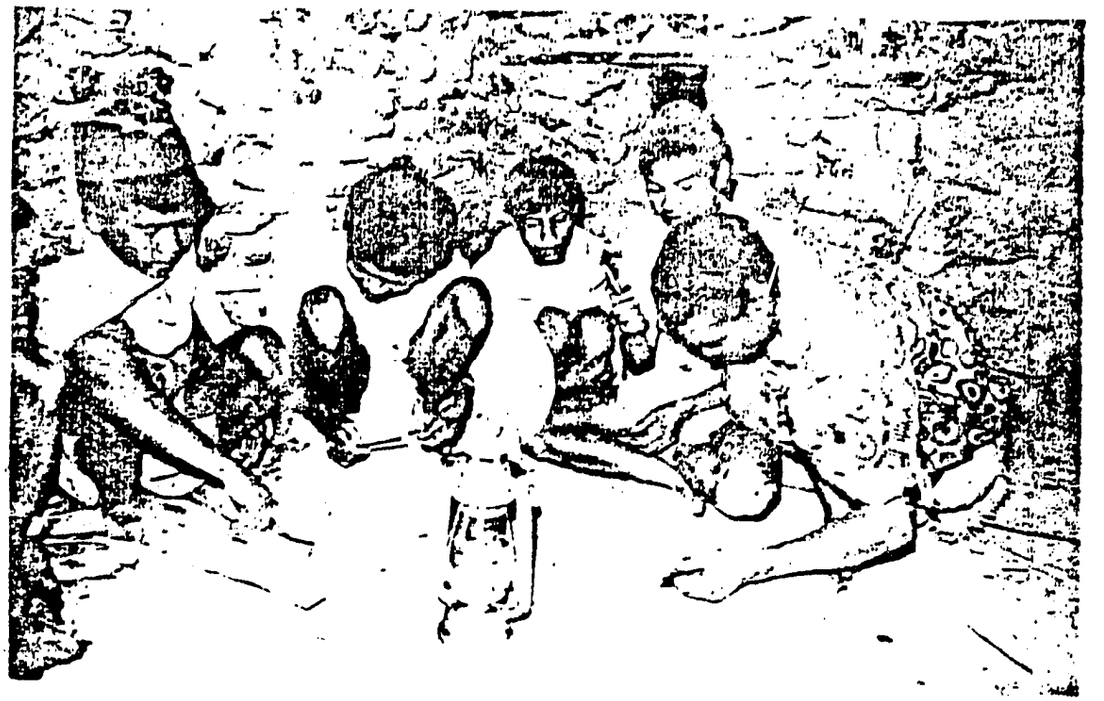


A tynical pit latrine

A learning group in Rasuwa



Participants in Rolpa tell a story using serialized pictures



Chepang youths study literacy [illegible]

Kumale girls in Gorkha ready for class to begin

APPENDIX

Summary of Evaluation Data from Second Class Cycle

December 1980 to June 1981

Data for the following tables were collected by facilitators and supervisors in 80 villages where nonformal education classes were held. Attendance information (Tables I and II) was collected at each class session. Information about participants and changes in their knowledge, attitudes and practices (Tables III through XXV) was collected by means of pre and post-class participant interviews. In each center 25 participants were interviewed at the start of classes and again at the end of the class cycle. (Exceptions were one center in Kapilvastu and two in Sankhuwa Sabha where 20, 26 and 28 participants were interviewed respectively.) Data for these tables come from 10 learning groups in each of 8 districts (totalling 80) and are based on responses from 1,999 participants. The list of community activities (Table XXVI) came from the supervisors' notebooks.

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TABLE I : ATTENDANCE

Number of classes held during six-month class cycle, minimum and maximum attendance at each learning center, and average attendance per class

Name of District and Center	Number of Classes	Minimum Attendance	Maximum Attendance	Average Attendance
Baitadi District				
1. Goyali A	122	18	25	23
2. Goyali B	126	16	26	22
3. Kalaun	126	36	43	37
4. Dehimandu	117	15	25	21
5. Saini	132	26	40	33
6. Magaraun	124	18	25	23
7. Bhulauda	123	12	27	20
8. Binasaun	126	23	32	24
9. Barkurali	120	25	41	34
10. Shera	119	17	25	21
Rolpa District				
1. Jangkot	140	21	38	27
2. Kotgaun	143	19	34	26
3. Reugha	133	8	38	17
4. Garpa	146	8	35	21
5. Dhangsi	132	11	38	29
6. Titrikot	151	6	49	17
7. Mehwang	149	2	30	28
8. Gajul	163	9	32	18
9. Khumel	145	6	28	19
10. Mijhing	150	8	42	16
Kapilvastu District				
1. Rampur	164	6	40	31
2. Harirampur	164	13	30	23
3. Manoharapur	160	14	29	20
4. Motipur	131	12	37	30
5. Chaubaha	163	26	34	32
6. Bhelai	152	11	43	25
7. Mormi	154	10	35	21
8. Partapur	157	8	24	19
9. Buddhi	158	24	35	27
10. Karnauliya	154	3	29	20

TABLE I (Continued)

Name of District and Center	Number of Classes	Minimum Attendance	Maximum Attendance	Average Attendance
Gorkha District				
1. Benikhola	149	14	49	16
2. Taple	127	3	25	15
3. Sekhre	152	15	25	24
4. Terse	148	5	26	21
5. Berinchok	132	13	25	18
6. Kundur	132	17	30	19
7. Tinmane	142	14	28	19
8. Rinjali Chalise	139	17	34	22
9. Chaptok	141	4	35	30
10. Sirdi	129	14	90	16
Rasuwa District				
1. Thulo Haku A	140	5	25	14
2. Thulo Haku B	130	6	26	15
3. Sano Haku	141	7	26	18
4. Thade	154	13	27	20
5. Grang	157	5	25	22
6. Palep	139	14	25	21
7. Handiphora	128	9	26	20
8. Karmidanda	165	9	23	17
9. Kuwapani	138	13	29	26
10. Banuwadanda	151	12	25	17
Dhanusha District				
1. Hariharpur	147	8	35	21
2. Naktajhij	139	2	22	13
3. Sakhuwa	136	3	48	17
4. Ramdaiya	142	2	40	26
5. Lalbhitti	142	11	34	22
6. Madhubasa	141	10	35	31
7. Haraiya	144	4	30	26
8. Mangalpur	141	9	39	29
9. Auraha	145	13	44	30
10. Harsar	142	8	39	25

TABLE I (Continued)

Name of District and Center	Number of Classes	Minimum Attendance	Maximum Attendance	Average Attendance
Bhojpur District				
1. Birta	120	17	42	33
2. Gairigaun	120	11	32	23
3. Gogantar	120	25	51	37
4. Mudhe	120	14	34	27
5. Phedi	120	16	31	26
6. Dhunge	120	21	59	38
7. Dadakharka	120	16	34	26
8. Delikharka	120	18	28	24
9. Puranogaun	120	21	35	23
10. Jimigaun	120	20	42	28
Sankhuwa Sabha District				
1. Sekaha	111	18	45	22
2. Gairi Pangma	105	23	49	32
3. Khorande	111	21	28	23
4. Dhunge Dhara	62	4	25	9
5. Tumling Tar	106	8	25	18
6. Bohara Tar	106	12	32	18
7. Lohakot	106	18	35	21
8. Kharang Bazar	104	31	51	35
9. Mazuwa	110	20	31	25
10. Trisule Thanti	105	15	34	25
Average Number of Classes per Center	133	Average Attendance per Class		23

TABLE II : PERCENTAGE OF CLASSES ATTENDED

Sample includes 25 participants in each of 8 selected centers (N = 200). Data is based on individual attendance during the entire class cycle.

Name of Center	Name of District	Number of Classes	Number of Participants in Sample
A. Kalaun	Baitadi	126	25
B. Jangkot	Rolpa	140	25
C. Buddhi	Kapilvastu	158	25
D. Sekhre	Gorkha	152	25
E. Banuwadanda	Rasuwa	151	25
F. Hariharpur	Dhanusha	147	25
G. Birta	Bhojpur	120	25
H. Gairi Pangma	Sankhuwa Sabha	105	25

Center	Number of participants whose rate of participation was:					
	90-100%	80-89%	70-79%	60-69%	50-59%	Under 50%
A.	23	2				
B.	5	1	3	2	1	13
C.		10	14		1	
D.	19	6				
E.			19	6		
F.		10	15			
G.	1	4	7	3	2	8
H.	14	4	2	3	1	1
Total	62	37	60	14	5	22
%	31%	18.5%	30%	7%	2.5%	11%

TABLE III : AGE AND SEX OF PARTICIPANTS

District	Number of men	Age Range		Average age	Number by age group:		
		From	To		15-25	26-35	36+
Baitadi	227	14	80	34	86*	50	91
Rolpa	181	15	75	30	76	57	48
Kapilvastu	231	15	66	26	123	74	34
Gorkha	115	15	41	22	86	21	8
Rasuwa	232	15	64	30	103	59	70
Dhanusha	250	15	70	29	123	76	51
Bhojpur	115	15	62	31	55	19	41
Sankhuwa Sabha	144	15	70	26	98	23	23
Total	1495				750	379	366
Percent	75%				38%	19%	18%

* Includes a few fourteen year olds.

District	Number of women	Age Range		Average age	Number by age group:		
		From	To		15-25	26-35	36+
Baitadi	23	16	50	30	10	7	6
Rolpa	69	15	50	20	60	4	5
Kapilvastu	14	15	40	24	8	4	2
Gorkha	135	15	50	19	123	6	6
Rasuwa	18	16	45	20	12	4	2
Dhanusha	0	-	-	-	-	-	-
Bhojpur	135	14	62	22	109*	13	13
Sankhuwa Sabha	110	13	52	17	100*	7	3
Total	504				422	45	37
Percent	25%				21%	2%	2%

* Includes a few under fifteen years old.

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TABLE IV : WHY PARTICIPANTS JOINED THE PROGRAM.

District	To learn literacy	To learn skills	Don't know
Baitadi	143	95	12
Rolpa	236	140	0
Kapilvastu	150	95	0
Gorkha	238	12	0
Rasuwa	115	135	0
Dhanusha	82	168	0
Bhojpur	122	128	0
Sankhuwa Sabha	249	5	0
Total	1,335	778	12
Percent*	67%	40%	0%

* Total percent comes to more than 100% because both reasons were given by 126 respondents in Rolpa District.

TABLE V : NUMBER OF PARTICIPANTS WHO CAN READ THREE WORDS

District	Before Class:			After Class		
	Cannot Read	Reads Halt-ingly	Reads Easily	Cannot Read	Reads Halt-ingly	Reads Easily
Baitadi	189	61	0	11	193	46
Rolpa	135	43	72	49	103	98
Kapilvastu	201	41	3	0	62	183
Gorkha	200	42	8	4	19	227
Rasuwa	197	50	3	90	113	47
Dhanusha	250	0	0	32	142	76
Bhojpur	49	105	96	2	50	198
Sankhuwa Sabha	118	92	44	1	23	230
Total	1339	434	226	189	705	1105
Percent	67%	22%	11%	10%	35%	55%

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TABLE VI: NUMBER OF PARTICIPANTS WHO CAN READ A SIMPLE SENTENCE

District	Before Class: Cannot Read	Reads Haltingly	Reads Easily	After Class: Cannot Read	Reads Haltingly	Reads Easily
Baitadi	192	58	0	25	184	41
Rolpa	163	36	51	98	80	72
Kapilvastu	203	40	2	0	75	170
Gorkha	209	34	7	4	109	137
Rasuwa	209	41	0	119	96	35
Dhanusha	250	0	0	55	131	64
Bhojpur	108	127	15	11	148	91
Sankhuwa Sabha	129	91	34	2	39	213
Total	1463	427	109	314	862	823
Percent	73%	21%	6%	16%	43%	41%

TABLE VII: NUMBER OF PARTICIPANTS WHO CAN READ A COMPLEX SENTENCE

District	Before Class: Cannot Read	Reads Haltingly	Reads Easily	After Class: Cannot Read	Reads Haltingly	Reads Easily
Baitadi	203	47	0	34	176	40
Rolpa	202	37	11	161	51	38
Kapilvastu	243	0	2	37	96	112
Gorkha	223	27	0	23	152	75
Rasuwa	230	20	0	147	89	14
Dhanusha	250	0	0	80	112	58
Bhojpur	123	117	10	13	168	69
Sankhuwa Sabha	158	70	26	3	68	183
Total	1632	318	49	498	912	589
Percent	82%	16%	2%	25%	46%	29%

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TABLE VIII: NUMBER OF PARTICIPANTS WHO CAN WRITE A SENTENCE

District	Before Class: Cannot Write	Writes Haltingly	Writes Easily	After Class: Cannot Write	Writes Haltingly	Writes Easily
Baitadi	141	82	27	18	143	89
Rolpa	160	63	27	90	112	43
Kapilvastu	243	2	0	32	93	120
Gorkha	236	13	1	75	132	43
Rasuwa	243	13	0	149	93	8
Dhanusha	250	0	0	81	116	53
Bhojpur	115	123	7	13	162	75
Sankhuwa Sabha	172	64	18	8	80	166
Total	1560	359	80	466	931	602
Percent	78%	18%	4%	23%	47%	30%

TABLE IX: IS IT POSSIBLE TO DECIDE NUMBER OF CHILDREN ?

District	Before Class: Yes	No	Some*	Don't Know	After Class: Yes	No	Some*	Don't Know
Baitadi	119	50	20	61	159	54	28	9
Rolpa	176	61	5	8	240	4	3	3
Kapilvastu	97	85	28	35	242	0	2	1
Gorkha	77	48	33	92	186	21	28	15
Rasuwa	83	38	22	107	225	4	14	7
Dhanusha	155	55	6	34	216	11	15	8
Bhojpur	75	23	28	124	114	6	101	29
Sankhuwa Sabha	92	36	16	110	219	2	24	9
Total	874	396	158	571	1601	102	215	81
Percent	44%	20%	8%	28%	80%	5%	11%	4%

* Some = To some extent

TABLE X: NUMBER OF CHILDREN DESIRED BY INDIVIDUAL PARTICIPANTS

District	Before Class	After Class
Baitadi	2.9	2.3
Rolpa	3.5	3.5
Kapilvastu	3.5	2.6
Gorkha	3.5	2.5
Rasuwa	3.6	2.4
Dhanusha	3.8	2.8
Bhojpur	3.5	2.4
Sankhuwa Sabha	3.8	2.4
Overall Average	3.5	2.6

TABLE XI: MARRIED PARTICIPANTS USING FAMILY PLANNING MEASURES

Districts	Before Class: Using	Before Class: Not	After Class: Using	After Class: Not
Baitadi	0	216	0	216
Rolpa	28	144	106	66
Kapilvastu	3	202	64	151
Gorkha	11	81	48	44
Rasuwa	24	195	76	133
Dhanusha	24	200	59	165
Bhojpur	28	99	77	50
Sankhuwa Sabha	5	88	25	68
Total*	123	1225	455	893
Percent	9%	91%	34%	66%

* Total number of married participants responding to this question was 1,348. Married participants made up 67% of the population given the questionnaire.

TABLE XII: FACILITIES FOR URINATING AND DEFECATING

District	Before Class:		After Class:	
	Open Fields	Pit Latrine	Open Fields	Pit Latrine
Baitadi	170	80	27	223
Rolpa	238	12	159	91
Kapilvastu	238	7	127	118
Gorkha	222	28	145	105
Rasuwa	245	5	130	120
Dhanusha	250	0	243	7
Bhojpur	126	124	47	203
Sankhuwa Sabha	242	12	30	224
Total	1,731	268	908	1091
Percent	87%	13%	45%	55%

TABLE XIII: DISPOSAL OF HOUSEHOLD WASTE

District	Before Class:		After Class:	
	Throw in Fields	Compost Pit	Throw in Fields	Compost Pit
Baitadi	85	165	16	234
Rolpa	250	0	250	0
Kapilvastu	203	42	67	178
Gorkha	142	108	51	199
Rasuwa	210	40	72	178
Dhanusha	96	154	127	123
Bhojpur	111	139	93	157
Sankhuwa Sabha	193	61	28	226
Total	1290	709	704	1295
Percent	65%	35%	35%	65%

TABLE XIV: CAUSES OF ILLNESS ACCORDING TO PARTICIPANTS

Causes	Before Classes:									
	Bai	Rol	Kap	Gor	Ras	Dha	Bho	San	Total	Percent*
A Dirty Environment	112	144	171	211	120		170	212	1140	57%
B Dirty water		51	40	4	3	174	19		291	15%
C Unclean food		36	5				52		93	5%
D Contagion	7	9							16	1%
E Change of Climate	12					56			68	3%
F Supernatural Forces	104	4	17		59		9	19	212	11%
G Don't know	15	20	12	35	68	20		23	193	10%

Causes	After Classes:									
	Bai	Rol	Kap	Gor	Ras	Dha	Bho	San	Total	Percent*
A Dirty Environment	230	136	181	239	211		160	242	1399	70%
B Dirty Water		55	64		7	184	30		340	17%
C Unclean Food		53					59		112	6%
D Contagion	13	11							24	1%
E Change of Climate						58			58	3%
F Supernatural Forces	7	8			24		1	11	51	3%
G.Don't know		14		11	8	8		1	42	2%

* In both pre-class and post-class responses the total percentage of respondents adds up to 102% as more than one cause was given by a number of participants in Rolpa District..

TABLE XV: WHERE PARTICIPANTS WOULD GO IN CASE OF ILLNESS

District	Before class: H.P.*or Hosp.	Trad.* Doctor	Witch Doctor	After Class: H.P.or Hosp.	Trad. Doctor	Witch Doctor
Baitadi	57		193	225	11	14
Rolpa	140		110	232		18
Kapilvastu	72		173	242		3
Gorkha	71		179	215		35
Rasuwa	34		216	196		54
Dhanusha	104	13	133	160	14	76
Bhojpur	56	11	183	228	18	4
Sankhuwa Sabha	109		145	250		4
Total	643	24	1332	1748	43	208
Percent	32%	1%	67%	87%	2%	11%

HP = Health Post Trad. Doctor = Baidya

TABLE XVI: CAN WATER BE A CAUSE OF ILLNESS ?

District	Before Class: Yes	No	Don't know	After Class: Yes	No	Don't Know
Baitadi	250			250		
Rolpa	243		7	248		2
Kapilvastu	195	45	5	245		
Gorkha	195	54	1	249	1	
Rasuwa	119	98	33	230	9	11
Dhanusha	216	22	12	244	4	2
Bhojpur	143	107		247	3	
Sankhuwa Sabha	231	15	8	254		
Total	1592	341	66	1967	17	15
Percent	80%	17%	3%	98%	1%	1%

TABLE XVII: HOW DRINKING WATER CAN BE MADE CLEAN

Method	Before Class:								Total	Percent
	Bai	Rol	Kap	Gor	Ras	Dha	Bho	San		
A Boiling	88	23	55	129	54	2	105	213	674	34%
B Filtering	65		14	112	19	83	55	7	355	18%
C Settling		4	155		25		40		224	11%
D Medicine			3	9	5	133	9	1	160	8%
E Clean up Water source	57	44							101	5%
F Use a clean Water source	40	158			57	12	41		308	15%
G Don't know		21	18		90	20		28	177	9%

Method	After Class:								Total	Percent
	Bai	Rol	Kap	Gor	Ras	Dha	Bho	San		
A Boiling	90	36	212	146	156	33	82	248	1003	50%
B Filtering	133			103	22	100	91	4	453	23%
C Settling		4	32		9		19		64	3%
D Medicine	3		1	1	18	113	27	2	165	8%
E Clean up Water source	23	45							68	3%
F Use a clean Water source	1	156			38	4	31		230	12%
G Don't know		9			7				16	1%

TABLE XVIII: BEST WAY TO SPENT LEISURE TIME

Type of activity	Before Class: Bai	Rol	Kap	Gor	Ras	Dha	Bho	San	Total	Percent
A Chit chat	45		95	69	1	39	31	1	281	14%
B Reading	52	70	16		119	76	26	21	280	14%
C Household work	38	86	99	181	85	46	78		613	31%
D Productive work						27	60	116	203	10%
E Resting, Sleeping	95	94	33		89	59	55	116	541	27%
F Don't know	20		2		56	3			81	4%

	After Class: Bai	Rol	Kap	Gor	Ras	Dha	Bho	San	Total	Percent
A Chit chat	9		1	22	13	10	11	1	67	3%
B Reading	100	176	39		49	71	52	16	503	25%
C Household work	85	62	205	228	180	119	69		948	48%
D Productive work	36					35	97	237	405	20%
E Resting, Sleeping	19	12			6	15	21		73	4%
F Don't know	1				2				3	0%

TABLE XIX: CAN PROBLEMS BE SOLVED THROUGH DISCUSSION ?

District	Before Class: Yes	No	Don't Know	After Class: Yes	No	Don't Know
Baitadi	177	23	50	243	5	2
Rolpa	211	34	5	248	1	1
Kapilvastu	117	81	47	238	5	2
Gorkha	107	69	74	230	9	11
Rasuwa	114	40	96	247	2	1
Dhanusha	220	14	16	241	5	4
Bhojpur	145	20	85	230	6	14
Sankhuwa Sabha	171	18	65	236	14	4
Total	1262	299	438	1913	47	39
Percent	63%	15&	22%	96%	2%	2%

TABLE XX: SHOULD GIRLS HAVE THE SAME EDUCATION AS BOYS

District	Before Class: Yes	No	Don't Know	After Class: Yes	No	Don't Know
Baitadi	157	46	47	245	4	1
Rolpa	224	19	7	250	0	0
Kapilvastu	128	85	32	232	10	3
Gorkha	186	14	50	250	0	0
Rasuwa	148	43	59	248	2	0
Dhanusha	235	14	1	246	4	0
Bhojpur	214	11	25	243	4	3
Sankhuwa Sabha	183	28	43	247	7	0
Total	1475	260	264	1961	31	7
Percent	74%	13%	13%	98%	2%	0%

TABLE XXI: SHOULD WOMEN DO WORK OTHER THAN HOUSEHOLD WORK ?

District	Before Class: Yes	No	Don't Know	After Class: Yes	No	Don't Know
Baitadi	124	92	34	224	25	1
Rolpa	226	16	8	246	3	1
Kapilvastu	149	81	15	240	5	0
Gorkha	201	19	30	244	4	2
Rasuwa	220	15	15	245	5	0
Dhanusha	235	7	8	249	1	0
Bhojpur	238	12	0	242	8	0
Sankhuwa Sabha	232	9	13	252	2	0
Total	1625	251	123	1942	53	4
Percent	81%	13%	6%	97%	3%	0%

TABLE XXII: ARE INTOXICANTS HARMFUL TO HEALTH ?

District	Before Class: Yes	No	Don't Know	After Class: Yes	No	Don't Know
Baitadi	166	32	52	237	11	2
Rolpa	101	145	4	210	38	2
Kapilvastu	168	68	9	240	5	0
Gorkha	117	86	47	230	16	4
Rasuwa	141	47	62	239	11	0
Dhanusha	244	6	0	246	4	0
Bhojpur	170	50	30	227	17	6
Sankhuwa Sabha	191	43	20	242	11	1
Total	1298	477	224	1871	113	15
Percent	65%	24%	11%	94%	5%	1%

TABLE XXIII: IS IT GOOD TO HAVE TWO WIVES AT THE SAME TIME ?

District	Before Class: Yes	No	Don't Know	After Class: Yes	No	Don't Know
Baitadi	27	205	18	2	248	0
Rolpa	40	204	6	8	241	1
Kapilvastu	75	147	23	12	233	0
Gorkha	25	181	44	12	233	5
Rasuwa	22	186	42	1	249	0
Dhanusha	5	245	0	5	245	0
Bhojpur	27	181	42	0	237	13
Sankhuwa Sabha	33	188	33	11	243	0
Total	257	1537	208	51	1929	19
Percent	13%	77%	10%	3%	96%	1%

TABLE XXIV: DO YOU PREFER SONS TO DAUGHTERS ?

District	Before Class: Yes	No	Don't Know	Same	After Class: Yes	No	Don't Know	Same
Baitadi	162	3	20	65	91	1	0	158
Rolpa	139	9	2	100	24	48	0	177
Kapilvastu	198	2	17	28	30	2	0	213
Gorkha	133	37	40	40	77	52	6	114
Rasuwa	197	17	5	31	60	65	4	121
Dhanusha	153	1	9	87	131	0	3	116
Bhojpur	64	22	67	97	44	18	10	178
Sankhuwa Sabha	145	25	24	60	24	19	0	211
Total	1191	116	184	508	481	205	23	1290
Percent	60%	6%	9%	25%	24%	10%	1%	65%

TABLE XXV: IS THE CASTE SYSTEM GOOD ?

District	Before Class: Yes	No	Don't Know	After Class: Yes	No	Don't Know
Baitadi	214	33	3	143	107	0
Rolpa	115	130	5	60	187	3
Kapilvastu	154	69	22	35	202	8
Gorkha	113	82	55	41	205	4
Rasuwa	107	51	92	58	177	15
Dhanusha	144	102	4	133	116	1
Bhojpur	109	100	41	28	212	10
Sankhuwa Sabha	143	85	26	54	195	5
Total	1099	652	248	552	1401	46
Percent	55%	33%	12%	28%	70%	2%

TABLE XXXI : COMMUNITY ACTIVITIES

Baitadi District

Goyali A and B	Reconstructed primary school building destroyed by earthquake Began cleaning drinking water channels daily Widened path to high school in nearby village Began to cultivate improved variety of maize Obtained financial assistance valued at Rs. 45,000 from World Bank Integrated Development Program to construct reservoir and irrigation system, fifty per cent of project costs being supplied by villagers in cash and labor
Kalaun	Constructed small wooden bridge Donated 15 days labor to build primary school Dug irrigation canal from stream to fields
Dehimandu	Constructed football field in front of lower secondary school Constructed inn for travellers near local temple Participants began taking turns cleaning spring-fed pool
Saini and Magaraun	Donated 10 days labor to construct primary school Built volleyball field in front of school Dug out and constructed new spring-fed pool Widened village path Learned and began practicing methods for grafting peach and pear trees Decided to begin growing fruit trees (apples, peaches and pears) on a large scale
Bhulauda	No projects - participants were landless shoemakers
Binasaun	Reconstructed ruined temple Decided to protect local forest Decided to adopt improved methods for cultivating sugar cane

Barkurali	Began improvement of path to District Headquarter two and a half miles away Plan to start nursery for orange trees after monsoon
Shera	Reconstructed ruined temple Built irrigation canal from stream to fields
<u>Rolpa District</u>	
Jangkot	Many participants started kitchen gardens Participants performed occasional cultural shows for the entertainment of the villagers
Kotgaun	Several participants began to sell fish as an income generating activity Participants bought musical instruments and performed occasional cultural programs for the villagers Made straw mats for their classroom
Reugha	Three kitchen gardens started Three participants began to keep pigs Several participants began to sell fruits and vegetables gathered in jungle as an income generating activity
Garpa	Cleaned out spring-fed pool One kitchen garden started
Dhangsi	Several participants planted fruit trees Two kitchen gardens started Two participants began to keep pigs One local type poultry project started
Titrikot	Three kitchen gardens started
Mehwang	Participants started primary school, constructed thatched roof building, raised money to hire two teachers, sought official sanction for the school from District Education Office Renovated two temples near primary school Covered open canal for drinking water and constructed stone tap
Gajul	Organized five man committee to assist with running of program Whitewashed meeting room

Gorkha District

	In all centers participants cleaned and repaired village paths, began keeping their water sources clean and made efforts to keep their household surroundings clean
Benikhola	Constructed irrigation canal
Taple	No additional projects
Sekhre	Constructed building for primary school, collected money to run school Constructed hut to run the adult education program
Terse	No additional projects
Berinchok	Most participants began to cultivate vegetables
Kundur	Constructed a resting place on climb to village
Tinmane	Most participants began to cultivate vegetables
Rinjali Chalise	Constructed resting place
Chapthok	Constructed three mile long channel to bring drinking water to village Many participants began to cultivate vegetables
Sirdi	Constructed two mile long path Constructed building for primary school and collected money to run the school

Rasuwa District

Thulo Haku A, Thulo Haku B, and Sano Haku	All participants in these three communities planted apple trees Most of the participants in these three centers obtained SFDP loans and individually purchased a cow and a female water buffalo Participants in Thulo Haku B repaired a local water tap
Thade, Grang, Palep and Handiphora	Most of the participants in these four centers started kitchen gardens

Karmidanda	Many of the participants planted papaya and guava trees
Kuwapani	Most participants started kitchen gardens
Banuwadanda	Most participants began to cultivate vegetables Cleaned water tap Cleaned village path
<u>Dhanusha District</u>	
Hariharpur	Raised money and donated labor to build primary school building Constructed hut for adult education classes and SFDP meetings Secured SFDP loan for collective cultivation of tobacco, wheat and rice
Naktajhij	Repaired ruined path
Sakhuwa	Constructed 2 km unpitched motorable road from village to feeder road
Ramdaiya	Cleaned three stagnant ponds, secured ADB loan to begin fishery project In collaboration with 4-H Club collected money and donated labor to construct lower secondary school building Assisted in area wide distribution of milk powder and flour donated by UNICEF
Lalbhitti	Began cleaning village twice a month Repaired unpitched motor road 3 km long
Madhubasa	Secured SFDP loan and began collective cultivation of rice and tobacco Participants began to assist each other in constructing and repairing houses Borrowed brick moulds from Panchayat Training Center, produced bricks to build retaining walls to prevent erosion of fields by river Began regular village clean-up each Saturday
Haraiya	Constructed 1 km motorable road from village to feeder road Constructed hut for adult education classes and SFDP meetings

Mangalpur	Constructed 3 km motorable road from village to feeder road Secured financial assistance from District Panchayat and constructed covered dug well
Auraha	Constructed hut for primary school Repaired 4 km motorable road
Harsar	Constructed pond for fishery project

Bhojpur District

Birta	Constructed dug well Several participants started kitchen gardens Began keeping surroundings clean Facilitator (female) held regular meetings on nonclass evenings to discuss contraceptives
Gairigaun	Repaired village path Cleaned spring-fed pools and drinking water channels Sought assistance of JTA and began cultivating vegetables on a large scale
Gogantar	Reconstructed stone water tap Repaired village path Those with access to running water started kitchen gardens Arranged to have many village children vaccinated
Mudhe	Repaired three mile path leading to District Headquarter Several participants started kitchen gardens
Phedi	Built 200 meter channel from spring-fed pool and constructed stone tap reducing time spent fetching water for ten households Began keeping surroundings clean Thirteen participants started kitchen gardens using improved seeds purchased from District Agriculture Office Five female participants began knitting sweaters and gloves as an income generating activity

Dhunge	Repaired two and a half mile path to District Headquarter Cleaned spring-fed pools, channels and stone taps Put on cultural program for villagers once a week Most of the participants started kitchen gardens Many participants began composting leaves and household waste Many participants began using improved potato seeds purchased from District Agriculture Office Five female participants secured ADB loan of approximately Rs. 3000 for loom and materials to produce woolen blankets and are already beginning to generate income One participant has initiated ADB loan to purchase hosiery machine
Dadakharka	Repaired village paths Many participants started kitchen gardens
Delikharka	Spring-fed pools and water channels cleaned Many participants started kitchen gardens Many participants began sending daughters to school
Puranogaun	Contributed cash and labor to build primary school Many participants started kitchen gardens Repaired village paths Several participants seeking ADB loans to start keeping pigs
Jimigaun	Cleaned spring-fed pools, water channels, stone taps Many participants started kitchen gardens

Sankhuwa Sabha District

Sekaha	Many participants built pit latrines Participants constructed a stone tap for drinking water Vegetable production increased Many participants began to use family planning measures Participants arranged for short training course from local weaver and began to weave blankets

	Secured financial, material and technical assistance from KHARDEP to construct piped water supply system
Gairi Pangma	Most of the participants built and began to use pit latrines Many participants made compost pits Constructed stone resting place Constructed pool to provide drinking water for livestock Seven participants began to weave blankets Participants with three or more children began to use contraceptives Many participants sought loans to increase agricultural productivity: namely orange trees, pigs and poultry, and vegetables
Khorande	Participants and facilitator built pit latrines and compost pits Several participants secured loan from ADB to begin handloom production of clothes Participants constructed a thatched roofed shelter to run the adult education program Began to sell surplus agricultural produce in local market Repaired 2½ mile village path Began keeping pigs in pens as a measure to keep village clean
Dhunge Dhara	Participants widened 1 mile village path Began to keep pigs and cattle penned Participants with three or more children sought information on family planning Constructed stone water tap
Tumling Tar	Almost all participants built pit latrines and began to use them Many participants constructed compost pits Constructed common pool to provide drinking water for cattle as river was quite far from village Many participants began using chemical fertilizer for vegetable production Increased receptivity to family planning measures Participants began enrolling children in school
Bohara Tar	Many pit latrines and compost pits constructed

	Repaired one mile path to river Vegetables and sugar cane were grown as cash crops Many participants enrolled children in school Marked interest in family planning
Lohakot	Facilitator and many participants constructed pit latrines and compost pits Constructed stone resting platform, stone water tap, and common pool for livestock Widened two mile village path Repaired local primary school Many participants turned food grain land over to the production of sugar cane as a cash crop Some families began using contraceptives Parents began sending children to school
Kharang Bazar	Many pit latrines and compost pits constructed Constructed stone water tap and pool for livestock Repaired one mile long path Repaired local school Participants began keeping their houses and surroundings clean Participants with more than three children began using family planning measures Many participants began producing vegetables and sugar cane as cash crops Parents began admitting their children to local school
Mazuwa	Many pit latrines and compost pits constructed Repaired primary school Repaired two mile long village path Constructed stone resting platform, water tap and livestock pool Began to produce vegetables and sugar cane as cash crops and sell them in the nearby market Several participants took loans from ADB and began to produce clothes on handlooms Increased receptivity to family planning measures Many participants began enrolling their children in primary school

Trisule Thanti	Many participants constructed and began to use pit latrines and compost pits Constructed stone water tap and pool for livestock Began to sell surplus vegetables Increased receptivity to family planning measures Parents began enrolling children in local school